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ABSTRACT

This pamphlet of behavioral objectives for teachers of elementary school reading instruction was compiled by the Mesa Public School System, Mesa, Arizona. Terminal goals are stated behaviorally for prereading and readiness skills, which include comprehension, interests in letters and books, visual perception, and psychomotor awareness. Terminal goals are also stated for the primary and intermediate grades and include the areas of: decoding, comprehension, critical interpretation, study skills, interest, and reference materials. Most of the behavioral objectives list specific learning outcomes and also include criteria measures. (WR)

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GOALS AND BEHAVIORAL OBJECTIVES

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READING

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MESA PUBLIC SCHOOLS

Mesa, Arizona

READING EDUCATION

Student Terminal Goals, Program Goals, and Behavioral Objectives

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READING READINESS

TERMINAL GOALS

for the

MESA KINDERGARTEN PROGRAM

I. The child demonstrates psychomotor awareness.

II. The learner applies the necessary visual perception skills to comprehend letters and other symbols.

III. The student is able to discriminate auditory sound of letters as they appear in words.

IV. The child is able to utilize pre-reading comprehension.

V. The learner demonstrates an interest in letters, words and books.

Terminal Goal

I. The child demonstrates psychomotor awareness.

Program Goal

A. The child demonstrates body awareness.

Behavioral Objectives

1. Presented with a picture of a child, the learner will be able to identify the location of gross parts of the body by pointing to the head, neck, trunk, leg, arm, hand eye, ear, nose, mouth, knee, ankle, fingers, thumb and feet, with 90% accuracy.

2. Given the direction of pointing to parts of his own body parts, i.e., head, neck, trunk, leg, arm, hand, eye, ear, nose, mouth, knee, ankle, fingers, thumb, and feet, the learner will be able to point to the named part with 100% accuracy.

3. Given the direction of identifying left and right parts of the body, the learner will be able to respond with 90% accuracy.

B. The child demonstrates body control.

Behavioral Objectives

1. Given directions to walk a 4" walking beam, the child will be able to do so without falling off in two out of three attempts.

2. Presented with the task of skipping across a classroom, the learner will be able to do this smoothly as judged by the teacher.

3. Given the task of hopping ten feet on the left leg, then ten feet on his right leg, the child will be able to do this without touching the floor with the other foot.

4. Presented with a picture with more than three items from a magazine, the child will be able to cut, paste and

arrange objects spatially on a piece of construction paper to the best of his ability as judged by the teacher.

Terminal Goal

II. The learner applies the necessary visual perception skills to comprehend letters and other symbols.

Program Goal

A. The child is able to recognize likeness and difference in shapes, sizes and colors.

Behavioral Objectives

1. Presented with cut-outs of common geometric forms, the child will be able to select the circle, square, triangle, and diamond with 100% accuracy.

2. Given five sets of objects varying in size, the child will be able to tell whether one object is smaller/larger than another object.

3. Given an object with parts, colored with the basic color spectrum, the child will be able to correctly state the name of each color with 100% accuracy.

B. The child is able to name the letters of the alphabet.

Behavioral Objectives

1. Provided six letters (lower and upper case) in a horizontal row with one letter appearing twice, the child will be able to match the alike letters with 95% accuracy for all letters of the alphabet.

2. Given a paper with the 26 letters (lower and upper case) of the alphabet in horizontal rows of 5 letters per row, the child will be able to circle the letter held up by the teacher for all letters of the alphabet with 95% accuracy.

3. Given a paper with the 26 (lower and upper case) letters of of the alphabet in horizontal rows of 5 letters per row, the child will be able to circle the letter named by the teacher with 95% accuracy.

4. Provided with the 26 (lower and upper case) letters of the alphabet on individual cards, the child will be able to name each of the 26 letters shown by the teacher with 90% accuracy.

5. Given the task of printing the letters (lower and upper case) of the alphabet named by the teacher, the child will be able to do so with 80% accuracy.

C. The student understands descriptive and comparative words.

Behavioral Objectives

1. Given a series of five pictures illustrating relative position, the child will be able to state the relative position (after-before, up-down, back-front, top-bottom, in-out, left-right, etc.) with 75% accuracy.

2. Presented with a series of five pictures illustrating effects or emotions (afraid-brave, happy-sad, cry-laugh, hate-love, jolly-gloomy, etc.), the child will be able to distinguish each by pointing to the picture depicting the emotions.

Terminal Goal

III. The student is able to discriminate auditory sounds of letters within words.

Program Goal

A. The child distinguishes likeness and differences in sounds.

Behavioral Objectives

1. After listening to objects (ball, box, glass) being struck, the child (with his eyes closed) will be able to identify the object struck by the teacher with 100% accuracy.

2. Given a series of chords or notes on the piano, the child will discriminate intensity (loud or soft); rhythmic patterns (fast or slow), and pitch (high or low) with 90% accuracy.

3. Given a series of ten paired high contrast words, the child will be able to state which pair begins with the same sound with 90% accuracy.

4. Presented with a series of ten paired high contrast words ending with a phonogram (bank-tank), the learner will be able to state which word ends the same with 90% accuracy.

5. Given an ending word in a short sentence, and words for another sentence with the rhyming word missing, the child will be able to identify and state eight out of ten rhyming words.

Terminal Goal

IV. The child is able to utilize pre-reading comprehension skills.

Program Goal

A. The child demonstrates attentive behavior.

Behavioral Objectives

1. Presented with a series of objects and pictures, the child is able to attend to each for a sufficient period of time as determined by his ability to respond verbally to the stimulus as judged by the teacher.

2. After scrambling a series of pictures depicting a common sequence of events, the child will be able to reorganize the pictures in logical sequence with 90% accuracy.

3. Provided with the opportunity to listen to a five or more minute story, the child will demonstrate his attention by retelling the story to the teacher with 80% accuracy as judged by the teacher.

B. The learner is able to organize and classify.

Behavioral Objectives

1. Given the task of grouping familiar objects (color, size, shape, texture, etc.), the child will be able to place objects under the proper heading with 90% accuracy.

2. Presented with a list of 20 words beginning with 2 or 3 different letters, the child will be able to organize and classify the words by placing like beginning letters together with 90% accuracy.

3. Presented with a list of 20 words ending with 2 or 3 different letters, the child will be able to organize and classify the words by placing like ending letters together with 90% accuracy.

C. The child is able to retain presented information.

Behavioral Objectives

1. Given a three-part oral instruction, the child will be able to repeat and perform the instructions adequately as judged by the teacher.

2. Presented with a five-word sentence, the child will be able to repeat the sentence in sequential order with 80% accuracy.

3. After listening to a short story with a series of three to five pictures illustrating the story, the child will be able to organize the pictures in sequential order with 90% accuracy.

4. After listening to a story, the child will be able to answer five comprehension questions with 75% accuracy.

5. After listening to a short story, poem, or fingerplay, the child will be able to recall the story in sequential order with 90% accuracy.

D. The learner is able to interpret presented information.

Behavioral Objectives

1. Provided with two pictures depicting an activity, the child is able to logically explain his interpretation of the picture as judged by the teacher.

2. After listening to the first three-fourths of a story, the student will be able to draw a picture illustrating a likely ending to the story based on the contents of the story.

3. After listening to a story, or looking at a picture, the child will be able to infer two facts from known facts successfully as determined by the teacher.

Terminal Goal

V. The learner demonstrates an interest in letters, words and books.

Program Goal

A. The child recognizes the parts of a book.

Behavioral Objectives

1. Presented with a book, the child will successfully explain that the content of a book is indicated in its title as judged by the teacher.

B. The child begins to use reference type material.

Behavioral Objectives

1. Presented with a picto-dictionary, the child is able to locate five words representing familiar objects with 75% accuracy.

C. The child demonstrates an interest in books.

Behavioral Objectives

1. The learner will be able to comment spontaneously to parents, teacher, or peers about words and books read.

2. Given free time, the child will read words or look at books of his own accord as observed by the teacher.

TERMINAL GOALS

for the

MESA PUBLIC SCHOOLS FIRST GRADE READING PROGRAM

I. The student applies the necessary word perception skills to decode unfamiliar words independently.

II. The student demonstrates ability to comprehend what is read from the printed page.

III. The student will be able to interpret and critically evaluate different types of reading material.

IV. The student will be able to apply study skills necessary to gain information independently.

V. The student will be able to demonstrate an interest in reading for pleasure.

Terminal Goal

I. The student applies the necessary word perception skills to decode unfamiliar words independently.

Program Goal

A. The student demonstrates an ability to discriminate auditorily.

Behavioral Objectives

1. Given a series of 3 words auditorily, 2 of which begin with the same consonant sound, the student will be able to distinguish and state which word has a different initial sound with 90-95% accuracy.

2. Given a series of 3 words auditorily, 2 of which begin with the same consonant sound, the student will be able to distinguish and state which 2 words have the same initial sound with 90-95% accuracy.

3. Given a series of 3 words auditorily, 2 of which end with the same consonant sound, the student will be able to distinguish and state which word has a different consonant sound in the final position with 90-95% accuracy.

4. Given a series of 3 words auditorily, 2 of which end with the same consonant sound, the student will be able to distinguish and state which 2 words have the same final consonant sound with 90-95% accuracy.

5. Presented with a series of 3 words auditorily, 2 of which end with the same short vowel phonogram (word family), the student will be able to distinguish and state which word ends with a different phonogram with 90-95% accuracy.

6. Presented with a series of 3 words auditorily, 2 of which end with the same short vowel phonogram (word family), the student will be able to distinguish and state which words end with the same phonogram with 90-95% accuracy.

7. Presented with a series of 3 words auditorily, 2 of which end with the same long vowel phonograph (word family), the student will be able to distinguish and state which word ends with a different phonogram with 90-95% accuracy.

8. Presented with a series of 3 words auditorily, 2 of which end with the same long vowel phonogram (word family), the student will be able to distinguish and state which words end with the same phonogram with 90 - 95% accuracy.

9. Given a specific consonant sound auditorily, the student when given a series of 3 words, will be able to select the word containing the given medial consonant sound with 90 - 95% accuracy.

10. Given a series of 3 words auditorily, 2 of which begin with the same digraph, the student will be able to distinguish and state which one is different with 85% accuracy.

11. Given a series of 3 words auditorily, 2 of which begin with the same digraph, the student will be able to distinguish and state which 2 words have the same beginning digraph with 85% accuracy.

12. Given a series of 3 words auditorily, 2 of which end with the same digraph, the student will be able to distinguish and state which one is different with 85% accuracy.

13. Given a series of 3 words auditorily, 2 of which end with the same digraph, the student will be able to distinguish and state which 2 words have the same ending digraph with 85% accuracy.

14. Given a series of 3 words auditorily, 2 of which have the same initial blend, the student will be able to distinguish and state which one is different with 90 - 95% accuracy.

15. Given a series of 3 words auditorily, 2 of which have the same initial blend, the student will be able to distinguish and state which 2 words have the same initial blend the with 90 - 95% accuracy.

16. Given a series of 2 rhyming words auditorily, the student will be able to repeat the given 2 words and supply a third rhyming word with 80% accuracy.

17. Given auditorily a series of 2 sentence verses containing rhyming elements with the last word of the verse omitted, the student will supply the missing rhyming word with 90 - 95% accuracy.

Program Goal

B. The student demonstrates the ability to discriminate visually.

Behavioral Objectives

1. Given a series of 10 pictures, each containing an alphabet letter, the picture, and its identifying word, the student will be able to distinguish and circle the corresponding letter in the word with 90% accuracy.

2. Given a series of 5 words, 1 of which is clearly different, the student will be able to identify the word which is different with 90% accuracy.

3. Given a series of 5 words, 2 of which are alike and 3 clearly different, the student will be able to identify the 2 words which are alike with 90% accuracy.

4. Given a series of 10 boxes, each containing a picture, and its identifying word followed by a list of 10 words, 1 of which corresponds to the test item, the student will circle the word within the list that matches the test item with 90% accuracy.

5. Given 2 lists of identical words from a first grade reader arranged in a different order, the student will be able to pair words by drawing connecting lines with 90% accuracy.

6. Given 2 lists of identical words from a first grade reader arranged in a different order, 1 column of which begins with capital letters and the other with lower case letters, the student will be able to pair words by drawing connecting lines with 90% accuracy.

7. Given 2 columns, 1 with colored circles and the other, the color words - red, yellow, green, blue, orange, purple, brown, black, white and pink, the student will pair them by drawing connecting lines with 90% accuracy.

8. Given 2 columns, 1 with numerals and the other with the corresponding words for the numerals, the student will pair them by drawing connecting lines with 90% accuracy.

9. Given a group of objects and their corresponding labels (word forms), the student will pair them with 90% accuracy.

10. Given the choice of a series of four words in print, the student will recognize the sight words presented orally from a specific district list by circling the given word with 95% accuracy.

11. Given a specific district list of sight words, the student will recognize and pronounce after three seconds of exposure the pre-primer and primer words with 95% accuracy, and the grade one words with 80% accuracy.

Program Goal

C. The student uses general phonetics analysis principles correctly.

Behavioral Objectives

1. Given a series of real or nonsense words pronounced by the teacher, the student is able to recognize and write the letter that makes the initial sound with 90 - 95% accuracy.

2. Given a familiar word and a list of consonants, the student will be able to form new words by substituting each of the consonants for the initial ones pronouncing each newly formed word with 90% accuracy.

3. Given a series of real or nonsense words pronounced by the teacher, the student is able to recognize and write the letter representing the final consonant sound with 90 - 95% accuracy.

4. Given a series of real or nonsense words pronounced by the teacher, the student is able to recognize and write the letter representing medial consonant sound with 90 - 95% accuracy.

5. Given a series of words pronounced by the teacher, the student is able to recognize and write the consonant digraph in the initial and/or final position with 90 - 95% accuracy.

6. Given a list of long or short vowel phonograms and a

digraph, the student will be able to form new words by writing the diagraph with each of the phonograms with 85% accuracy.

7. Given a series of words pronounced by the teacher, the student is able to recognize and write the consonant blend in the initial position with 90 - 95% accuracy.

8. Given a list of long or short vowel phonograms and a blend, the student will be able to form new words by writing the blend with each of the phonograms with 85% accuracy.

9. Given a series of 3 words containing the same short vowel sound, the student will be able to recognize and write the short vowel sound heard with 75% accuracy.

10. Given a series of 3 words containing the same long vowel sound, the student will be able to recognize and write the long vowel heard with 75% accuracy.

Program Goal

D. The student uses structural analysis principles correctly.

Behavioral Objectives

1. Given a set of singular nouns whose plurals are formed by "s" or "es," the student will write their plurals with 90% accuracy.

2. Given a list of familiar root words to which inflected endings - "ed," "ing," and "s," have been added, the student will identify the root words by underlining or writing them with 80% accuracy.

3. Given a sentence containing a word missing its inflected ending - "s," "ed," or "ing," and the choice of endings, the student will select the ending which completes the root word with 80% accuracy.

4. Given a series of sentences where possession is required, the student will add an apostrophe where needed with 80% accuracy.

5. Given 2 columns, each of which is composed of 1 of the parts of familiar compound words, the student will match the word parts by drawing connecting lines to reform each compound word with 80% accuracy.

6. Given a list of compound words, the student will identify the 2 words used to form the compound by writing each of the component parts with 80% accuracy.

7. Given 2 columns of familiar words, 1 consisting of the 2 words that form a contraction, the student will match these by drawing a line to the correct responses with 80% accuracy.

8. Given a list of familiar contractions, the student will write the 2 known words of the contraction with 80% accuracy.

9. Given a series of 1 and 2 syllable words auditorily, the student will be able to recognize and state how many syllables each has with 90 - 95% accuracy.

10. Given a series of 2 syllable words each containing 2 like consonants in the middle, the student will be able to pronounce the word and state where it is divided into syllables with 80% accuracy.

Terminal Goal

II. The student demonstrates ability to comprehend what is read from the printed page.

Program Goal

A. The student will be able to organize and categorize printed material.

Behavioral Objectives

1. Given 2 or 3 broad categories (headings such as, furniture, clothing, etc.) and a mixed list of related words, the student will be able to classify words orally or on a worksheet with 80% accuracy.

2. Presented with a list of 4 main events occurring within

a story read orally, the student will be able to number the events in order of occurrence with 75% accuracy.

Program Goal

B. The student uses picture clues to draw meaning from a story.

Behavioral Objectives

1. Given a picture clue pertaining to a story, the student will be able to logically answer specific questions about the story as judged by the teacher.

2. Given a picture clue pertaining to a story, the child will be able to logically draw conclusions about the story as judged by the teacher.

Program Goal

C. The student uses context clues.

Behavioral Objectives

1. Given 5 sentences containing a word with multiple meanings, the child will be able to select the correct meaning for each sentence from a choice of 3 by using context clues with 75% accuracy.

2. Given 5 sentences with 1 word omitted, the student will be able to select for each sentence from a choice of 3, the word which best completes the sentences with 75% accuracy.

3. Presented orally with 5 riddles which describe a familiar animal or object, the student will be able to identify for each riddle that which was described with 75% accuracy.

4. Given 5 sentences to read orally, the student will be able to answer specific questions regarding the literal content of the sentences with 75% accuracy.

5. Given a story to read orally, the student will be able to answer specific questions regarding the literal content

of the sentence with 75% accuracy.

Program Goal

D. The student uses punctuation as a guide to meaning.

Behavioral Objectives

1. Given a selection of familiar material, the student will demonstrate his attention to punctuation by correctly reading the selection as judged by the teacher.

2. Given a selection of familiar material, the student will demonstrate his fluency by correctly reading the selection as judged by the teacher.

Program Goal

E. The student identifies the main idea.

Behavioral Objectives

1. Given 5 pictures without a title, the student will be able to state for each picture, from a choice of 3 or 4, an appropriate title with 75% accuracy.

2. Given 5 pictures and a choice of 3 or 4 sentences, the student will be able to select for each picture the word which best relates to the illustration with 75% accuracy.

3. Presented with 5 pictures and a choice of 3 or 4 sentences, the student will be able to select for each sentence the sentence which best described the illustration with 75% accuracy.

4. Given 5 pictures and a choice of 3 or 4 paragraphs for each picture, the student will be able to select the paragraph which best describes the illustration with 75% accuracy.

5. Given a whole selection to be read silently and a choice of 3 or 4 pictures, the student will be able to select the picture which would best illustrate the selection as judged by the teacher with 75% accuracy.

Terminal Goal

III. The student will be able to interpret and critically evaluate different types of reading material.

Program Goal

A. The student will be able to draw inferences.

Behavioral Objectives

1. Given a series of 5 illustrations, the student will be able to state logically what may happen next as judged by the teacher.

2. Given a short story with 5 inference questions, the student will be able to select an appropriate answer based on logical reasoning as judged by the teacher.

Program Goal

B. The student will be able to interpret relationships.

Behavioral Objectives

1. Presented with a picture depicting a given situation, the student will be able to orally interpret cause and effect relationships logically as judged by the teacher.

2. Given 5 sentences describing a given situation, the student will be able to answer 5 cause and effect questions with 80% accuracy.

Program Goal

C. The student will be able to draw logical conclusions.

Behavioral Objectives

1. Given an unfamiliar story, without the ending, the student will be able to explain logically what may happen at the end based upon story facts as judged by the teacher.

2. Given 5 series of 3 sequential pictures without the final picture, the student will be able to explain the

logical conclusion in the series based upon the observable facts with 80% accuracy.

Program Goal

D. The student will be able to recognize emotional attitudes.

Behavioral Objectives

1. Given pictures which illustrate different emotions, the student will be able to state the emotion depicted by each one with 90% accuracy.

2. Given a picture depicting an emotional scene, the student will be able to state the feelings of the character(s) in the picture with 90% accuracy.

Program Goal

E. The student will be able to distinguish between fact and fantasy.

Behavioral Objectives

1. Given 5 pictures containing an absurdity, the student will be able to identify the absurdity in each with 80% accuracy.

2. Given 5 pictures containing humor or exaggeration, the student will be able to identify the humorous or exaggerated portion of each illustration with 80% accuracy.

Terminal Goal

IV. The student will be able to apply study skills necessary to gain information independently.

Program Goal

A. The student will be able to utilize reference materials to locate information.

Behavioral Objectives

1. Given a book on his level containing a table of

contents, the student will demonstrate how to use same by writing the page number from oral questions where information can be located with 80% accuracy.

Program Goal

B. The student will be able to utilize the dictionary.

Behavioral Objectives

1. Presented with a list of 10 words, the student will be able to alphabetize them according to the first letter with 90% accuracy.

2. Given 5 specific words orally or in writing, the student will be able to find said word in a picture dictionary 80% of the time.

Program Goal

C. The student will be able to follow directions.

Behavioral Objectives

1. Given 4 directions orally, the student will be able to follow these directions in proper sequence 80% of the time.

2. Given a worksheet the student will demonstrate ability to follow written directions by successfully completing the page independently with 75% accuracy.

3. Presented with a worksheet with pictures of a series of objects, the student will be able to respond to oral directions by placing appropriate marks above, below, on, etc., as requested by teacher with 95% accuracy.

Program Goal

D. The student will be able to utilize library skills.

Behavioral Objectives

1. Given the opportunity the student will be able to use the school library rules in checking out and returning a book 100% of the time.

2. Presented with the task of finding a book on his general level, the student will go to the appropriate section of the school library and find a book with 80% accuracy.

Terminal Goal

V. The student will be able to demonstrate an interest in reading for pleasure.

Program Goal

A. The student will be able to use free time for reading books.

Behavioral Objectives

1. Given free time during the school day, the student will read books of his own accord as observed by the teacher.

2. Given the opportunity, the student will spontaneously demonstrate an interest in a book or story through verbal communication with an adult.

3. The student will demonstrate an interest in reading by supplying a book to share with classmates.

4. Given the opportunity, the student will verbally share with his peers or adults the contents of a book he has read silently.

Program Goal

B. The student will be able to utilize motivating activities provided by adults.

Behavioral Objectives

1. Given the opportunity, the student will participate in a dramatization of a story.

2. Presented an attractive bulletin board, the student displays an interest to hear or read the book illustrated.

3. After completing a unit or field trip, the student will request that activities or emotions involved be written in a story form for sharing with others.

TERMINAL GOALS

for the

MESA PUBLIC SCHOOLS PRIMARY AND INTERMEDIATE READING PROGRAM

I. The student applies the necessary word perception skills to decode unfamiliar words independently.

II. The student demonstrates ability to comprehend what is read from the printed page.

III. The student will be able to interpret and critically evaluate different types of reading material.

IV. The student will be able to utilize reference materials to locate information.

V. The student will be able to demonstrate an interest in reading for pleasure.

Terminal Goal

I. The student applies the necessary word perception skills to decode unfamiliar words independently.

Program Goal

A. The student demonstrates an ability to discriminate auditorily.

Behavioral Objectives

Primary

1. Given orally four words, three of which begin with the same consonant sound, the student will be able to state which word has a different initial sound with 90-95% accuracy.

2. Given orally four words, three of which end with the same consonant, the student will be able to state which word has a different final sound with 90-95% accuracy.

3. Presented with a series of four words orally, three of which end with the same long or short vowel phonogram (word family), the student will be able to state which word ends with a different phonogram with 90-95% accuracy.

4. Presented orally with a pair of words based on the Wepman Auditory Discrimination Test, the student will be able to state if they are exactly alike or different with 90-95% accuracy.

5. Presented with a worksheet with pictures of a series of objects, the student will be able to respond to oral directions by placing appropriate marks above, below, on, etc., as requested by the teacher with 95% accuracy.

6. Given orally four words, three of which begin with the same digraph, the student will be able to state which one is different with 85% accuracy.

7. Given orally four words, three of which have the

same initial blend, the student will be able to state which one is different with 90-95% accuracy.

B. The student demonstrates an ability to discriminate visually.

Behavioral Objectives

Primary

1. Presented orally with a specific District sight word list, the student will be able to circle each word from a series of four words with 95% accuracy.

2. Presented with the District sight word list on flash cards, the student will be able to state the word with 90-95% accuracy.

C. The student uses general phonetic analysis principles correctly.

Behavioral Objectives

Primary

1. Given a familiar word and a list of consonants, the student will be able to form new words by substituting each of the consonants for the initial ones by pronouncing each newly formed word with 90% accuracy.

2. Given a list of long or short vowel phonograms and an initial consonant sound, the student will be able to form new words by using the given initial consonant with each of the specific phonograms with 90% accuracy.

3. Given a list of long or short vowel phonograms and a blend, the student will be able to form new words by using the blend with each of the phonograms with 90% accuracy.

4. Given a list of long or short vowel phonograms and a digraph, the student will be able to form new words by using the digraph with each of the phonograms with 85% accuracy.

Intermediate

1. Given a list of known or familiar words, the student will be able to circle the schwa sounds as they occur with 85% accuracy.

2. Given a list of phonetic re-spelling of known words and a list of the same words with regular spellings, the student will be able to match the two lists with 75% accuracy.

D. The student uses general structural analysis principles correctly.

Behavioral Objectives

Primary

1. Given two lists of root words, each of which is composed of one of the parts of familiar compound words, the student will be able to match the component parts in order to form each compound word with 90% accuracy.

2. Given two columns of words, one consisting of the two words that form a contraction, and the other column of the corresponding contraction, the student will be able to match these by drawing a line to the correct responses with 90% accuracy.

3. Given a list of sentences containing numerous words ending in s, the student will be able to recognize in each case where ownership is shown by adding an apostrophe where needed with 90-95% accuracy.

4. Given a list of words containing a variety of prefixes, the student will be able to identify each prefix by underlining it with 90% accuracy.

5. Given sentences containing words lacking suffixes and a choice of suffixes, the student will be able to select the suffix which completes that word with 90% accuracy.

6. Given a list or familiar root words to which beginnings or endings have been added, the student

will be able to identify the root words by underlining or writing them with 90% accuracy.

7. Given a list of multi-syllable words taken from his reading vocabulary, the student will be able to divide words into syllables by drawing a line between the syllables of each word with 90% accuracy.

8. Given a series of sentences with a number of plural forms, the student will be able to circle those words indicating more than one with 90-95% accuracy.

9. Given a list of comparative words in scrambled order, including words ending in er and est, the student will be able to place them in proper order with 75% accuracy.

Intermediate

1. Given a list of multi-syllable words marked with primary and secondary accents, the student will be able to say the word correctly with 85% accuracy as judged by the teacher.

2. Given a list of multi-syllable words, the student will be able to mark the primary and secondary accents for each word with 85% accuracy.

3. Given a list of sentences containing contractions, the student will be able to write the two complete words from which each contraction is made with 85% accuracy.

4. Given a list of root words with the 15 most common prefixes, the student will be able to write the definition of each prefix with 85% accuracy.

5. Given a list of singular nouns, the student will write the plural form of each word with 85% accuracy.

6. Given a root word and a set of the 15 most common suffixes, the student will be able to select a suffix that will form a noun, adjective, or adverb with 75% accuracy.

7. Given a list of multi-syllable words containing the basic syllabic patterns (VCCV, VCV, or Consonant plus LE), the student will be able to divide each word with 85% accuracy.

Terminal Goal

II. The student demonstrates ability to comprehend what is read from the printed page.

Program Goal

A. The student will be able to organize and categorize printed material.

Behavioral Objectives

Primary

1. Given two or three broad categories (headings such as furniture, clothing, etc.) and a mixed list of related words, the student will be able to classify words orally or on a worksheet with 85% accuracy.

2. Given selective material on his reading level, the student will construct an outline using two to three main headings and one level of indentation with 85% accuracy.

3. Given a list of numbered main events from a story read silently, the student will write the number or the events in order of occurrence with 85% accuracy.

4. Presented with a list of scrambled sentences from a paragraph read silently, the student will rearrange sentences by number in writing in proper sequence with 85% accuracy.

Intermediate

1. Given a series of 5 - 7 paragraphs out of sequence, the student will be able to rearrange these paragraphs in proper order with 90% accuracy.

2. Given reference material on his reading level, the student will construct an outline using 3 - 4 main headings and 2 - 3 subordinate headings for each main heading with 85% accuracy.

B. The student uses context clues to discover the meaning of unknown words.

Behavioral Objectives

Primary

1. Given a series of 5 sentences containing an unfamiliar word, the student will select the meaning of the word from choices provided with 75% accuracy.

Intermediate

1. Given several dictionary meanings for each word, the student will be able to select the one meaning that best fits the underlined words in a paragraph with 85% accuracy.

2. Given a series of sentences each containing an underlined word, the student will be able to select a synonym from a given list of words that best fits the underlined word with 85% accuracy.

3. Given a series of sentences each containing a blank space, the student will be able to select a homonym from a list of words that best fits the context of the sentence with 85% accuracy.

4. Given a series of sentences each containing an underlined word, the student will be able to select an antonym from a list of words with 85% accuracy.

C. The student identifies the main idea.

Behavioral Objectives

Primary

1. Given a picture without a title, the student will be able to state an appropriate title (as judged by the teacher) with 75% accuracy.

2. Presented with a picture and a list of sentences, the student will be able to select the sentence

which best describes the illustration with 85% accuracy.

3. After reading a paragraph on his reading level, the student will be able to select the main idea with 85% accuracy.

4. Given an entire story to read silently, the student will be able to state the central theme with 90% accuracy.

Intermediate

1. Given a series of phrases or sentences contained within a paragraph, the student will be able to distinguish between the main idea and subordinate ideas by listing the main idea with 90% accuracy.

2. Presented with several paragraphs, the student will be able to identify the main idea with 90% accuracy.

3. Given a brief chapter or story to read silently, the student will identify the main idea by writing it with 90% accuracy.

4. Furnished with a short story without a title, the student will select an appropriate title from a list of titles with 90% accuracy.

D. The student reads for details.

Behavioral Objectives

Primary

1. Presented with a paragraph on his reading level to read silently, the student will select from a series of phrases the details which support the main idea with 75% accuracy.

2. After reading an entire selection on his reading level, the learner will be able to recall specific details by supplying the answers to questions relative to the selection with 75% accuracy.

Intermediate

1. Given a paragraph with a main idea, the student will be able to state the details with 75% accuracy.

2. Given a story containing a central theme and secondary plots, the student will be able to select the secondary plots with 75% accuracy.

3. Given a written paragraph or story, the student will be able to verify specific information by locating it within a specified length of time with 90% accuracy.

E. The student will be able to comprehend material on different levels.

Behavioral Objectives

Primary

1. After reading a selection on his reading level, and under timed conditions as set by the teacher, the student will answer true or false, yes or no, type questions with 85% accuracy.

2. After reading a selection on his reading level, and under timed conditions as set by the teacher, the student will answer multiple choice or matching type questions with 85% accuracy.

3. After reading a selection on his reading level and under timed conditions as set by the teacher, the student will supply answers to fill in the blank type questions with 85% accuracy.

4. After reading a selection on his reading level and under timed conditions as set by the teacher, the student will summarize the selection with 85% accuracy.

F. The student will be able to read for a specific purpose.

Behavioral Objectives

Primary & Intermediate

1. Given a story, the student will be able to select from three choices the author's purpose with 75% accuracy.

G. The student will be able to read orally with fluency.

Behavioral Objectives

Primary & Intermediate

1. Presented with a short selection on his reading level and after reading it silently, the student will be able to read the selection orally with adequate phrasing, expression, pitch, volume, and enunciation as judged by the teacher.

H. The student will be able to read and understand the daily newspaper.

Behavioral Objectives

Intermediate

1. Furnished with any daily newspaper, the student will write its major functions (e.g., T.V. editorials) with 85% accuracy.

2. Given a series of exerpts from a daily newspaper, the student will be able to state the section from which this information is located with 85% accuracy.

Terminal Goal

III. The student will be able to interpret and critically evaluate different types of reading material.

Program Goal

A. The student will be able to draw inferences.

Behavioral Objectives

Primary

1. Given an illustration, the student will be able to state what might happen next and what may have happened previously with 75% accuracy as judged by the teacher.

2. Given a short story and a list of "how" and "why" questions based on its content, the student will be able to answer each question correctly with 75% accuracy as judged by the teacher.

Intermediate

1. Given a paragraph containing an implied meaning, the student will be able to select from a series of four the implied meaning of the paragraph with 75% accuracy.

2. Given a story, the student will be able to describe the feelings of the main characters based on statements in the story with 75% accuracy.

3. Given short reading articles or advertisement copy on his reading level, the student will be able to identify the propaganda technique from a list of six with 80% accuracy.

B. The student will be able to interpret cause and effect relationships.

Behavioral Objectives

Primary

1. Given a sentence or paragraph depicting a given situation, the student will be able to answer cause and effect questions with 85% accuracy.

Intermediate

1. After silently reading a written selection, the student will be able to write the cause and effect relationship relative to the selection with 75% accuracy.

C. The student will be able to draw logical conclusions.

Behavioral Objectives

Primary

1. Given an unfamiliar story and a set of logical conclusions stating what may happen next, the student will be able to identify the sentence showing the logical conclusion 75% of the time.

Intermediate

1. Given an unfamiliar story missing its conclusion, the student will be able to write a logical conclusion with 85% accuracy.

D. The student will be able to understand idiomatic expressions.

Behavioral Objectives

Primary

1. Given an idiomatic expression found in a given paragraph and a choice of several possible meanings, the student will be able to select the correct answer with 75% accuracy.

Intermediate

1. Given a selection containing words with dialect spellings, the student will be able to state in his own words the meaning of the dialect words with 75% accuracy.

E. The student will be able to distinguish between fact and fantasy.

Behavioral Objectives

Primary

1. Given a story containing both realism and fantasy, the student will be able to distinguish between the two by underlining the absurdities and circling the realities with 90% accuracy.

Intermediate

1. Given an assortment of reading material including both fact and fantasy, the student will be able to classify each one according to these categories with 90% accuracy.

F. The student will be able to recognize emotional attitudes.

Behavioral Objectives

Primary

1. Given pictures illustrating various emotions, the student will select the picture which depicts a specific emotion with 75% accuracy.

Intermediate

1. Given a selection describing various emotions of its characters, the student will be able to select from a list these emotions with 75% accuracy.

2. Given a paragraph, the student will be able to identify from a list the mood of the selection with 75% accuracy.

G. The student will be able to compare and contrast stories.

Behavioral Objectives

Primary

1. Given two short stories, the student will select personality traits of the story characters with 75% accuracy.

Intermediate

1. Given two related subject sections by authors with different points of view, the student will be able to state the opinions of the authors with 90% accuracy.

2. Given a random group of factual and opinionated statements, the student will be able to classify them into the correct category with 90% accuracy.

Terminal Goal

IV. The student will be able to apply study skills necessary to gain information independently.

Program Goal

A. The student will be able to utilize reference materials to locate information.

Behavioral Objectives

Primary

1. Presented with the index of a book, the student will be able to answer specific questions indicating the page number where he could locate specific information with 90% accuracy.

2. Given a book with a table of contents, the student will be able to write answers to specific questions dealing with location and page number with 90% accuracy.

3. Given a simple map of the neighborhood, the student will be able to demonstrate his ability to locate various buildings, including his own residence, in a north-south-east-west orientation with 90% accuracy.

4. Given a simple chart, the student will be able to locate answers to given questions with 90% accuracy.

5. Given the opportunity, the student will be able to demonstrate his ability to chart his progress on a graph and interpret such a graph with 90% accuracy.

Intermediate

1. Given a text or reference book, the student will be able to locate title page, picture keys, footnotes, bibliographies, author or publisher, and copyright year with 100% accuracy.

2. Given three types of entries in the card catalog, the student will be able to match definition to type with 75% accuracy.

3. Given a series of reference questions, the student will be able to select from a stated list of references (encyclopedia, almanac, atlas, etc.) the reference book most likely to contain the needed information to answer the question with 80% accuracy.

4. Given several call numbers, the student will be able to locate the books within a specified time limit with 90% accuracy.

5. Given a set of words from a textbook, the student will be able to locate them in the glossary in a specified length of time with 100% accuracy.

6. Given a set of problems involving use of atlas or maps, the student will be able to locate longitude, latitude, direction, distance, etc., and to interpret meanings with 90% accuracy.

7. Given a graph, chart, or table, the student will be able to interpret its information by correctly answering questions on specific comparisons with 90% accuracy.

8. Given a reading selection on his level, the student will be able to determine its general ideas by adjusting his reading rate to skim the material within a time limit with 80% accuracy.

9. Given a textbook, the student will be able to locate a specific topic by using chapter headings and subheadings within a time limit with 90% accuracy.

B. The student will be able to utilize the dictionary.

Behavioral Objectives

Primary

1. Presented with a list of words, the student will be able to alphabetize them according to first, second, and third letters with 100% accuracy.

2. Given a specific word orally or in writing to locate in the dictionary, the student will be able to utilize guide words to find the specific word within a time limit with 85% accuracy.

3. Given a specific word in context when that word has multiple meanings, the student will find the correct definition in the dictionary for the word as used with 85% accuracy.

Intermediate

1. Given a pronunciation key and a list of words with diacritical markings, the student will be able to pronounce the words correctly with 90% accuracy.

2. Using a reproduced page from an unabridged dictionary, the student will be able to locate the origin of given words with 90% accuracy.

C. The student will be able to follow written directions.

Behavioral Objectives

Primary

1. Given a set of written instructions, the student will be able to follow these directions in proper sequence with 100% accuracy.

Intermediate

1. Given a set of written multiple-step instructions, the student will be able to perform them in proper sequence with 90% accuracy.

D. The student will be able to follow oral directions.

Behavioral Objectives

Primary & Intermediate

1. Given a series of directions orally, the student will be able to follow these directions in proper sequence with 90% accuracy.

E. The student will be able to utilize library skills.

Behavioral Objectives

Primary

1. Given the opportunity, the student will be able to correctly fill out a library book card with 100% accuracy.

2. Given the opportunity, the student will be able to demonstrate the ability to use a library catalog by locating specific books or materials with 85% accuracy.

Intermediate

1. Using notes previously taken from library sources, the student will be able to write a satisfactory report from the information noted as judged by the teacher.

2. Given a cross-reference library card, the student will be able to quickly locate the referred entry within a time limit with 90% accuracy.

Terminal Goal

V. The student will be able to demonstrate an interest in reading for pleasure.

Program Goal

A. The student will be able to use free time for reading books.

Behavioral Objectives

Primary & Intermediate

1. The student will be able to comment spontaneously to parents, teachers, or peers about books read.

2. Given the opportunity, the student will be able to complete _____ (number of books) within a predetermined amount of time according to his reading ability.

3. Given free time during the school day, the student

will be able to read books of his own accord as observed by the teacher.

B. The student will be able to utilize motivating activities provided by adults.

Behavioral Objectives

Primary & Intermediate

1. Given the opportunity, the student will be able to utilize one of the following teacher or adult motivated activities: (1) an integrated art activity with various books; (2) oral presentation of various books; (3) written report; or (4) dramatization of stories.

2. Presented an attractive bulletin board, the student will be able to inquire or comment about some of the books featured.

3. The student will be able to locate a book, or books, to integrate into other classroom activities or units.

4. Given an individual conference with the teacher, the student will be able to relate the content of a book read.